**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Week 5 Story Title: My Rows and Piles of Coins**

**Monday**- Use TE DI 42- 1) Preteach Phonics- write coin, cloud, toy, & howl on mini dry erase board- choral /echo read & discuss phonics. 2) Read/discuss words: chopped, spice, rush, counters, scoured, bounded, & frown; What do you hear/notice? 3) Preview Decodable Reader 5 *Clint’s Clam Chowder* with a Picture Walk Talk & make predictions about what the story is going to be about. Students will practice reading orally using the decodable reader with the teacher.

**Tuesday**- Use TE DI 44- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: arranged, bundles, dangerously, errands, excitedly, steady, unwrapped, & wobbled. 2) Practice decoding/reading/slashing out syllables with Multisyllabic Words- Teacher will write roasted & model how to read the word by saying: First I look for meaningful parts. If I see a part I know, like “ed” then I look for a base word. I say the parts of the word: roast ed, and then I read the word: roasted. Teacher will continue the routine with words: squeaky, heavier, smoothly, precious, various, dismounted, & shillings. 3) Choral/Echo read typed version of Decodable Reader 5. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI 46 &123 &127- 1) Target Skill- Character & Setting with textbook page 123. Students will discuss what the elements of character & setting are, review the meanings, & talk about examples from stories that they know. 2) Target Strategy- Story Structure with textbook page 127. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 5- highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 5- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.